DOCUMENT RESUME

ED 369 507 PS 022 106

TITLE Grassroots. Annual Report 1993.
INSTITUTION Grassroots Educare Trust, Gatesville (South Africa).
PUB DATE 93
NOTE 79p.; Photographs may not reproduce clearly.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adult Education; Annual Reports; Child Health; Community Programs; *Community Services; Family Programs; Foreign Countries; Illiteracy; Preschool Education; Program Descriptions; Resource Centers
IDENTIFIERS *Educare; *South Africa

ABSTRACT

This annual report describes the programs and staff for 1993 of Grassroots Educare Trust, an organization that helps South African communities provide preschool education and health care. Contents of the report are: (1) a list of the board of trustees; (2) a message from the chairman; (3) the director's report on external efforts and internal organization; (4) a list of staff for urban and rural field services, research and resources development, finance, and administration; (5) a description of urban field services, including a food subsidy program and principals' forums; (6) a description of rural field services, including a developing regional association; (7) information on research and resources, including statistics on adult training and descriptions of illiteracy and innumeracy problems, home educare, and health educare; (8) a description of financial management of the food aid program; (9) a cartoon depiction of 23 accomplishments of the Resource center; (10) a description of the programs research and evaluation section; (11) a summary of publications and documentation; (12) an outline of the national program; (13) an overview of personnel, administration, finance, and fundraising; (14) a description of events outside Africa attended by staff; (15) a list of donors; and (16) tables of project data on locations and numbers of children served by various projects. (ME)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 369 507

PS 022106

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E.L. Atkins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

ANNUAL REPORT
1 April 1992 – 31 March 1993

Grassroots Educare Trust

Grassroots Adult Education and Training Trust

335A Klipfontein Road, Silvertown, Athlone 7764
P O Box 38055, Gatesville 7764

Phone: (021) 638-3111 Fax: (021) 637-3011
Fundraising No: 088000470009

STATEMENT OF COMMITMENT

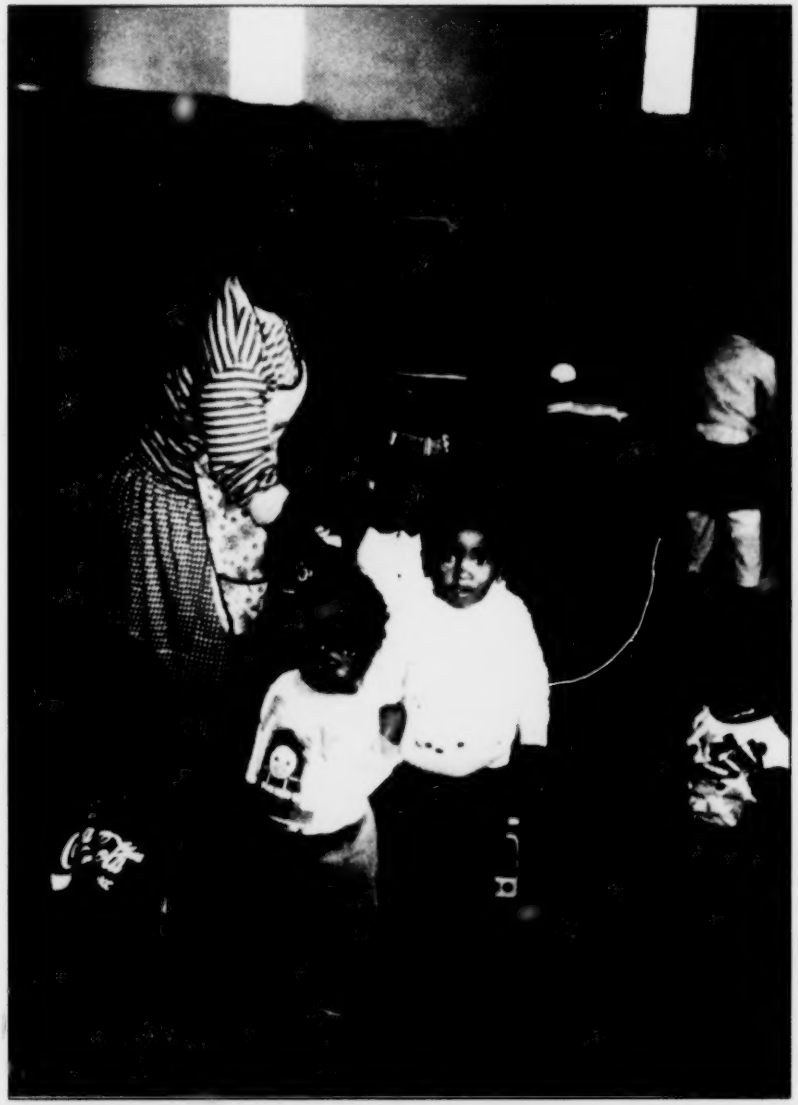
Grassroots Educare Trust believes it is the right and responsibility of every community to take charge of the educare of their preschool children. Therefore, community control of preschool educare is the cornerstone of our philosophy.

This, together with our commitment to the process of participatory learning which incorporates the learner's values and experiences, is our commitment to people's education.

To fulfil these commitments, Grassroots works towards

- the development of leadership and organisation skills to focus the energy, resources and skills of communities around projects they own
- providing adult education and training in the field of preschool educare
- the provision of appropriate centre- and home-based educare for children
- parent education programmes aimed to equip parents with the skills they need in their role as children's prime educators
- transforming the system of education and care for young children so that they may enjoy the rights to which they are entitled
- a unitary integrated education system without the inequities caused by the separation of people and services.

Grassroots is committed to a democratic South Africa in which all people effectively have equal access to the educational, political, judicial, social and economic benefits of the country and in which all forms of exploitation and discrimination are eradicated.



BEST COPY AVAILABLE

CONTENTS

BOARD OF TRUSTEES	4
CHAIRMAN'S MESSAGE	5
DIRECTOR'S REPORT	6
STAFF LIST	9
FIELD SERVICES	12
• Urban Field Services	12
• Rural Field Services	14
RESEARCH & RESOURCES DEVELOPMENT	16
Training and Programme Development	16
• Centre Educare	16
• Home Educare	18
• Health Educare	19
• Organisation Development	19
• Financial Management	20
Resource Centre	22
Research and Evaluation	26
Publications and Documentation	27
NATIONAL PROGRAMME	28
ADMINISTRATION & FINANCE	30
Personnel	30
Administration	30
Preschool Shop	32
Finance	32
Fundraising	33
OUTSIDE AFRICA	34
DONORS	35
PROJECT DATA	36

BOARD OF TRUSTEES

Mr Carl J Lotter
Executive (Chairman)
Finance Sub-committee

Dr Mandla Tshabalala
Executive (Vice-chairman)

Mr Ralph Aitchison
Executive

Mr Andrew Dalling
Executive

Mr Achmat Davids
(Leave of absence)

Mr Sedick Galant
Executive

Mrs Joan Kantey
Executive
Personnel Sub-committee (Chairman)

Mr Bob Krause
Executive
Finance Sub-committee (Chairman)

Mrs Koleka Lubelwana

Professor Itumeleng Mosala
(Leave of absence)

Mrs Pumzile Ngcuka

Mr Tahir Salie
Executive

Mr Brian Suter
Executive

Professor HW van der Merwe
Personnel Sub-committee

AUDITOR

Mr HJ Salmon
(BDO Spencer Steward, CA(SA))

PATRON-IN-CHIEF

His Worship the Mayor of Cape Town

CHAIRMAN'S MESSAGE

In this last period our Board of Trustees has become even more closely involved with developments within the agency.

A new constitution has been adopted which encapsulates our most recent thinking:

- We need to fill the balance of the 25 places on our Board with committed and knowledgeable people who are able to make available for Grassroots the time needed.

- We need our Trustees to become more involved in supporting specific aspects of the work and management of the Trust.

- We need our Trustees to reflect our constituencies and their interests as closely as possible.

- We need to open our proceedings, particularly of review and evaluation, to the educare community.

- We need the advice of the communities we work with to continually improve our policies and our choice of Trustees.

To these ends we have established a General Assembly to which members of the educare community will be invited. Here, performance of the Trust will be reviewed; and names will be proposed by current Trustees and permanent staff for a new Board of Trustees.

As the organisation moves from a long pioneering phase characterised by unprecedented growth, the time has come to consolidate our position and to share our expertise more widely. I believe the staff are capable of tackling this phase with their usual enthusiasm and creativity.

I would like to thank members of the Board for their invaluable support; and the director and staff for persevering so courageously in a time of uncertainty, focusing only on their deep and abiding commitment to early childhood educare.

CARL J LOTTER
Chairman, Board of Trustees

DIRECTOR'S REPORT

In preparing to write this report I have re-read my 1991 and 1992 reports. In 1991 I wrote about our search for and work towards a national organisation which could provide us with an appropriate **external** context. In 1992 I wrote about our search for and work towards appropriate **internal** organisational structures and practices which would enable us to respond better to the many equally pertinent demands on our resources.

This year, 1993, I am reporting on progress in both areas.

INTERNAL

Last year I wrote that we were establishing a National Programme to add to the structured work of Grassroots. To make this possible we had to re-organise ourselves internally by consolidating all our work within four departments, each headed by its own manager. The departments are:

The **Research and Resources Development** department, incorporating the Training and Programme Development section, the Publications and Documentation section, the Research and Evaluation section, and the Resource Centre.

The **Field Services** department, consisting of urban and rural field teams made up of community educare developers and, more recently, community educare developer assistants.

The new **National Programme**, responsible for building the capacity of fledgling educare organisations.

The **Finance and Administration** department, including the Finance, Fundraising, Administration and Personnel sections and the Shop.

Over and above the four departments, the management team forms another entity which has been, and continues to be, the focus of particular attention. As a team we have registered, together with three other non-governmental organisations, for UCT's new NGO Programme to build organisational effectiveness. This programme provides exactly the hard skills we need to complete our transformation from a pioneering organisation into one with the extensive formal systems essential to an organisation of our size. As well as this work with co-ordinators Dr Piet Human and Ms Susan Smith, we are privileged to have Mr Gawie Rossouw's services provided by Old Mutual to help in building our team effectiveness.

Our National Programme is set up to build the institutional capacity of fledgling educare resource and training agencies and community organisations with educare as part of their agenda. Our internal work reflects our acknowledgement of the need to continue building our own institutional capacity if we are going to be effective in meeting the massive demands of the next decade.

EXTERNAL

The pace of the work of the National Interim Working Committee (NIWC) on early childhood educare picked up in 1992 with Grassroots' secondment of our networks officer to NIWC as half-time national organiser. The Committee's work accelerated into top gear after it was decided in October 1992 that it was time to report back to, and get input from the broad educare field at a conference scheduled for 1 July 1993. The NIWC appointed me as convenor of the planning committee for that conference, which was seen as the next step in establishing an appropriate, united and representative national organisation that would be an instrument of advocacy for all South Africa's young children.

It is not appropriate that the work of the NIWC be reported in full in Grassroots' Annual Report; but it is appropriate that Grassroots' involvement be documented. This, for two reasons: we are pleased and proud to be associated so closely with the emergence of such a significant organisation. This has been a particular focus of my own work since 1981, and I know was a concern of my predecessors during the '70 s.

It is important to document our involvement because it has considerable costs which need to be accounted for. Costs come in various shapes. Direct costs of seconded staff and telephone accounts can be calculated and either claimed or given freely as one's contribution towards a vitally important process. Indirect costs are harder to assess. Between October 1992 and 1 July 1993, the deputy director of Grassroots and I were involved in innumerable meetings of NIWC's conference sub-committee, in meetings of NIWC itself, and in unquantifiable ancillary activities. This was over and above the demands of our own jobs.

And so, we constantly walk a tightrope between our national and regional advocacy/association work and our primary function of educare service delivery. It's all a question of balance.

Another way of assessing the value of our association with NIWC is to measure it against our objectives. There is no doubt that ten regional delegations of thirty people each returned home committed to unity; and committed to building representative structures from village (sub-area) to area to sub-region to region to nation. There is every hope that the educare people of South Africa will launch a new united advocacy organisation, and that we, Grassroots, as a major service delivery agency, will have found the appropriate context within which to work.

The debate must then shift to the three-way relationship between

– national, regional and local associations

and

– the network of service delivery agencies

and

– the conduiting agent(s) of essential funds for the operating costs of educare projects on the ground.

And the all-important question of state governance over-arches any arrangements civil educare society will make for itself between the three areas of advocacy (associations), service delivery (agencies) and project funding (conduits).

Our next report will appear after the first democratic national elections. By then the educare movement, instead of standing firmly outside of statutory arrangements, will be searching for its most meaningful relationship with the state.

Should Grassroots - as well as its sister resource and training agencies - retain its non-governmental status? Should it seek quasi-autonomous

status as a para-statal? Or should it become an organ of legitimate government?

My own current views are encapsulated in my year-old submission to the National Education Policy Investigation (NEPI). But it is time now to review those views, and to accelerate urgently the debate of those alternatives within our own organisation and within our emerging regional and national associations.

We in Grassroots have our own vision and look forward to those debates.

JINNY RICKARDS
Director

STAFF LIST

DIRECTOR: Jinny Rickards

PROFESSIONAL ASSISTANT TO DIRECTOR: Esme Matshikiza

SECRETARY TO DIRECTOR: Sharon Reynolds

DEPUTY DIRECTOR: Eric Atmore

FIELD SERVICES

URBAN

MANAGER (ACTING): Harold Coetzee (until 13.6.93)

COMMUNITY EDUCARE DEVELOPERS (CEDs):
Indira Baijnath
Cheryl Borgches
Maria Brown
Thumeka Lugalo
Irene Mpolweni
Similo Nongwe
Eddie Orr
Margaret Shoko
Doris Simani
Mzunani Sonto

FOOD AID ADMINISTRATOR: Rukea Shaik

ADMINISTRATORS: Isabel Small
Carol van der Rheede

RURAL

MANAGER: Ismail Isaacs

COMMUNITY EDUCARE DEVELOPERS (CEDs):
Marie Abrahams
Clinton Brönn
June Canham
Shamsoonisa Makda
Terrance November
Lydia-Anne Padiachy
Yusuf Patel
Raymond Schuller

ADMINISTRATORS: Lucretia Albertyn
Shanaaz le Cordeur

RESEARCH AND RESOURCES DEVELOPMENT

MANAGER: Eric Atmore

ADMINISTRATORS: Somayah Fortune
Roz Witbooi

NETWORKING: Daniel Plaatjies

RESOURCE CENTRE

RESOURCE CENTRE CO-ORDINATOR & CURRICULUM DEVELOPER: Sue Poulsom

LIBRARIAN: Elaine Atkins

TRAINING MATERIALS DEVELOPER: Shirley de Kock

ANTI-WASTE DEVELOPER: Antonio van der Rheede

ADMINISTRATOR: Phindiwe Siwela

PUBLICATIONS AND DOCUMENTATION

EDITOR: Renee Moodie (until 31.5.93)

REPROGRAPHIC TECHNICIAN: Patric de Goede

MEDIA ASSISTANT: Zurina Sieed

RESEARCH AND EVALUATION

RESEARCHERS: Ursula Evans
Melanie Steele

TRAINING AND PROGRAMME DEVELOPMENT

GENERAL TRAINING & CENTRE EDUCARE TRAINING CO-ORDINATOR: Elizabeth van Leeve

HEALTH EDUCARE TRAINING CO-ORDINATOR: Margaret Louw

HOME EDUCARE TRAINING CO-ORDINATOR: Mariam Elloker

FINANCIAL TRAINING CO-ORDINATOR: Gabebah Jassiem

ORGANISATION DEVELOPMENT TRAINING CO-ORDINATOR: Mbulelo Notshulwana

ADMINISTRATOR: Eleanor Kühn

NATIONAL PROGRAMME

MANAGER: To be appointed

FIELDWORKER: Harold Coetzee (from 1.7.93)

ADMINISTRATOR: Mareldia Tape

FINANCE AND ADMINISTRATION

MANAGER : Miriam du Toit

FINANCE

ACCOUNTANT & CO-ORDINATOR: Cavan Davids

BOOKKEEPERS: Leonora Cooper
Themba Mgijima

BOOKKEEPING ASSISTANT: Karriem Johnson

ADMINISTRATIVE ASSISTANT: Monica Petersen

CENTRAL ADMINISTRATION

CO-ORDINATORS: Qanita Hassiem
Yusuf Isaacs

ADMINISTRATIVE ASSISTANT: Corinne Carolissen

RECEPTIONIST: Edith Magodla

GENERAL WORKER/CATERER: Sonia Toerien

GENERAL WORKER: Armien Martin

DRIVER: Mzwandile Gobodo

CARETAKER: Mthobele Sotyota

PERSONNEL

PERSONNEL OFFICER: Carmelita Pastor

SHOP

SHOP MANAGER: Ashraf Parker

SHOP SUPERVISORS: Donovan Fredericks
Christine Hickey

SHOP ASSISTANTS: Brian Ridder
Ganief Willenberg

CONTRACT SERVICES

FUNDRAISING: Philip Balie

EDITORIAL ASSISTANT: Sylvia Schrire

BEST COPY AVAILABLE

FIELD SERVICES

URBAN FIELD SERVICES*

1992/93 saw the introduction of three separate subsidies to the educare field - the food aid programme of the Department of National Health and Population Development, Cape Provincial Administration welfare subsidies and Independent Development Trust funding. This had important implications both for the educare community and for the team, and dominated our activities for the period under review.

A critical concern for project staff and community educare developers (CEDs) alike, has always been the lack of funds.

- While the training we offer to projects plays a crucial role in their overall progress and development, project staff are often demoralised by the inability to fully implement what they learn, owing to a lack of resources.

- Fees are low, and often the sole source of a project's running costs. Salaries are therefore grossly inadequate and staff benefits non-existent, often resulting in a high turnover of staff. The quality of educare and the commitment of staff in a project hangs in the balance when there are constantly new faces to train. Under these conditions proper recruitment procedures, job descriptions and staff meetings become difficult.

- Principals are often away from projects, spending much of their time seeking resources and support from educare agencies.

- Projects are financially dependent on stable and high rates of attendance. However, this fluctuates significantly according to parents' ability to pay, and school holiday periods when older siblings are able to take care of children during the day.

The introduction of the food subsidy (and more recently, the IDT monies and increased CPA subsidies) presented an opportunity for projects to address some of these issues and upgrade themselves. These subsidies meant that money from fees could be channelled into other running costs, most importantly into salaries. The effects were very positive. Staff turnover lessened owing to better and more consistent salaries, and attendance fluctuated less as projects could now feed children irrespective of parents' ability to pay regularly.

For us the food subsidy became a vehicle for strategising our project development work around its implementation. Once projects had had some of their most basic needs partly met, we could more confidently address training needs, particularly those arising from the introduction of the food subsidy. Cooks and principals received training in nutrition and menu planning. All principals and at least one member of each executive (where possible the treasurer) received assistance and training in accounting for petty cash. Although most projects currently account only for petty cash, we are working towards each project taking responsibility for its full allocation.

A parallel process for both projects and ourselves, was the development of systems. In the past financial year food aid amounting to just over R1 million was channelled to 63 projects, for which the state laid down strict accountability criteria. The majority of projects had little or no financial systems in place which meant that we had to develop a system to conduit this money to the field, in the form of food and petty cash, whilst

THE FIELD SERVICES TEAM: (Top row) Raymond Schuller, Similo Nongwe, Anwar Shaik, Lydia-Anne Padiachy, Cheryl Borgches, Linda Sibeko. (2nd row from top) Edward Orr, Clinton Brönn, Mzunani Sonto, Shanaaz le Cordeur, Yusuf Patel, Lucretia Albertyn, Hombakazi Nombebe, Bernadette De Koker. (3rd row from top) Isabel Small, Shamsoonisa Makda, Maria Brown, Carol van der Rheede, Ismail Isaacs, Indira Baijnath, Irene Mpolweni. (Front row) Margaret Shoko, Marie Abrahams, Doris Simani, Thumeka Lugalo, Terrance November. (Absent) Harold Coetzee, Rukea Shaik, June Canham.

BEST COPY AVAILABLE

neously training and assisting projects to develop systems and skills to manage the funding.

Our team of 11 CEDs had the dual function of training and of liaising between the agency, the state and the 89 urban projects we work with. At times, this hindered their ability to serve projects as training and development agents. A perceived alliance with the state in our capacity as conduiting agents threatened working relationships. Lengthy consultation culminated in the appointment by and from the field of a committee to represent projects' interests in policy-making and administration of the food subsidy. This has done much to restore goodwill and improve working relationships.

It is extremely important that a trainee is supported by her project during training, that she is relieved for training days, and that she is supported in implementing what she has learned. Because we prioritize training of the least skilled in a project, we need to elicit the interest and participation of the principal who is in a position to provide the kind of support within the project that is required to maximise a trainee's learning experience.

The Principals' Forums were used to respond to this need to get principals 'on board'. With our project development focus their purpose has broadened. In addition to building on principals' educare, administrative and management skills, they now also act as a support forum for problem-solving around project and educare issues. This year they proved particularly valuable for debating important issues around the food subsidy programme. During the period under review, 40 forums were held with principals.

**At the end of this reporting period the urban and rural field services were merged into a single Field Services department.*

RURAL FIELD SERVICES

An inevitable feature of rural fieldwork is that of distance. Having to travel 60, 80 or 100 kilometres to reach a small town can better be justified when the fieldworker's efforts are directed at building up all its educare people, rather than limited to building up one project, or training its few staff. This reinforces our central policy of using preschool educare as a pivot around which to help the community to cohere, to strengthen itself, and to build its skills and its resources.

This last year has seen a shift in emphasis from the development of individual projects to the development of regional and local associations. These associations will serve the primary function of raising the general level of awareness in the community of the crucial importance, the needs and the forms of preschool educare provision. In part this shift has also been necessitated by the acute scarcity of funding for operating costs and infrastructure of projects. It is hoped that projects working together within a collective educare association in a geographic area, will be more successful in raising funds. Although we have concentrated on developing regional and local associations, project development remains central to our objectives. As the need for educare increases, and as economic conditions worsen, the needs of projects for assistance in developing themselves become ever more critical.

The year began with six fieldworkers struggling to support over 100 educare initiatives in five areas spanning from Cape Town to Vredendal, Calvinia, Touwsriver, Swellendam and Bredasdorp. This included the far-flung Olifants River region. During this time the manager was mainly involved in laying the groundwork for the development of a service delivery agency in the Olifants River area. A year later, with the backing of the National Programme, we are able to phase out direct services to the Olifants River region, where an independent local educare service delivery

agency NOSVO (Noordwestelike Sentrum vir Voorskoolse Ontwikkeling) has been established (see page 28). In time they will be able to replace the services and resources of Grassroots.

The field team has been boosted to eight CEDs who are now able to provide more effective services to 110 projects in the four remaining areas. Principals' Forums, aimed at providing support and sharing skills, have been running in all four areas. The field services manager, who has taken on additional responsibilities, can now concentrate on forward planning, staff development, networking, liaison and co-ordination.

A pilot scheme for employing community educare developer assistants (CEDAs) has been initiated in the Boland West, Boland East and Overberg/Helderberg areas. The CEDAs, who have educare training and experience, are being recruited locally to assist training teams in each area by doing intensive on-site follow-up of training programmes.

Having experimented with small part-time offices in Vanrhynsdorp, Atlantis and Paarl, the rural fieldworkers' base has now been established in Paarl. The new office has made for increased effectiveness and stronger team spirit. It is staffed by two administrators, and houses basic resource materials, as well as a small selection of shop stock.

In the rural areas, where access to education and vocational training is particularly lacking, any positive input makes a strong impact. Our organisation development training programme (see page 19), with its emphasis on development and empowerment, has proved a strong tool for change.

Before a new cycle of training was started early this year, a four-phase planning exercise was undertaken with virtually the whole educare community in the four sub-regions. In the first phase staff from all the educare projects in each sub-region came together and identified their most common and pressing problem as a lack of training, aggravated by the socio-economic problems endemic in the rural areas. In the second phase these same staff members specified what training was needed to help them address their problems. The third phase involved meetings with the executive committees and parents of smaller clusters of educare projects, to look at the training needs that had been identified earlier, and what the impact of training programmes would be within their particular social contexts. The final phase focused on detailed planning for the implementation of training courses.

This has been the year that the 'educare explosion' hit the rural areas of the Western Cape, with the fuses lit in large measure by the educare activists of our and other organisations. Now they have the onerous but satisfying task of building up stable structures on these small beginnings.

RESEARCH & RESOURCES DEVELOPMENT

TRAINING AND PROGRAMME DEVELOPMENT

Underlying our training policy is the understanding that we are training adults who know what they need and what they want. Trainees often have a high level of experiential knowledge, but their literacy and numeracy skills are ill-developed. The methodology used in our training is based on adult education principles and accommodates the diverse learning needs of adult trainees.

We have long been certain that in the context of the educare field, training must be supported by on-going follow-up in projects. Without sustaining training, its benefits are fast dissipated. CEDs take primary responsibility for training and follow-up, whilst the programmes and their curricula are the responsibility of a group of training co-ordinators, who act as a resource to CEDs in the field. While their priority is to meet local training needs, the training co-ordinators are also able to offer their services countrywide.

During the last year a total of 1 229 people were trained. A breakdown of the total number of trainees who participated in Grassroots' four training programmes is as follows:

TRAINING PROGRAMME TRAINEES

Centre Educare	321
Health Educare	197
Financial Management	316
Organisation Development	395

CENTRE EDUCARE

Since our last report we have looked intensively at our educare training programme, adapting and refining the curriculum to make it increasingly appropriate to the contexts in which we work.

We have always been keenly aware of the range of these contexts and the challenge has been to provide training programmes that are as flexible and as needs-based as possible. Trainers are required to train women who though they may have sound parenting skills, have little formal knowledge of child development or teaching methods. Very often, they also have low levels of literacy and numeracy. In addition, material resources and facilities are at a minimum. In 1992, responding to this challenge became the focus of our work.

Having completed the project profile exercise we were in a position to evaluate our training programmes in relation to the status of projects more systematically. A key question that has emerged from this process was whether we are committed to developing training programmes (and through them educare workers) or as community educare developers, to developing entire projects. Given the severe lack of material resources and facilities in the communities where the majority of our projects function, it became increasingly clear that our responsibility lies in developing projects holistically: implementing both the education and care components of our training programme, so that we contribute in several ways to the growth of a project's capacity to meet the community's educare requirements.

Our training courses were born out of this approach. The courses offer modules on a flexible basis, so that trainers can adapt them to the existing resource base and skills-level of their trainees. The major concern of trainers is partial implementation of training by trainees in their projects.

RESEARCH & RESOURCES DEVELOPMENT: (Top row) Ursula Evans, Eric Atmore, Melanie Steele, Margeret Louw, Gabebah Jassiem, Daniel Plaatjies, Elizabeth van Leeve, Somayah Fortune, Patric de Goede. (Front row) Eleanor Kühn, Roz Witbooi, Mariam Elloker, Phindiwe Siwela, Zurina Sieed, Mbulelo Notshulwana, Antonio van der Rheede, Elaine Atkins, Shirley de Kock. (Absent) Sue Poulsom.

BEST COPY AVAILABLE

However, the flexibility of these modules enables trainers working in different contexts to ensure that training matches a project's capacity for implementation.

The Orientation course aims to familiarise participants with the general concept of educare and to introduce them to the training context. During the period under review, Orientation and Level One courses were held with a total of 321 women in the urban and rural areas. Both Level One and Level Two courses are aimed at providing educare staff with the skills and knowledge to implement and maintain a good quality daily programme, to address children's needs for basic health, nutrition and safety, as well as to enhance children's basic maturational skills. They also include components on parent involvement; staff relations; organising play space; and making improvised equipment. The Level Two course provides additional information on child development, the daily programme, and health and nutrition. It also offers a component on administration and an introduction to children with special needs. It is aimed primarily at educare teachers with some prior training and experience.

We are exploring options for Level Three educare training of principals and administrators. These courses would need to build further on child development and child observation skills, the use of anti-bias and multicultural curricula, and to provide training in management and administration.

On-site follow-up and support of projects has always been an integral part of all our educare training programmes. To the trainee, it offers one-on-one support and guidance in applying what she has learned in her own context. To the trainer, it is an opportunity to monitor the progress and success of the training. However, given the time and expense this form of support requires, we have had to confine our training programmes to those projects with whom we have an ongoing relationship.

We are currently moving towards the employment of CEDAs who will assist the CEDs in following up training. In this way we can offer trainees more follow-up during training - at present they receive a minimum of two follow-up visits during a course. With the help of CEDAs we hope to reach out to more educare projects than previously. In addition, we are hoping

HOME EDUCARE

While all children need careful nurturing throughout their developing years, babies and toddlers need a specialised form of educare. Their safety needs to be carefully and continuously guarded, they need stimulating interaction and, in the absence of their parents during the working day, they need to experience a warm and affectionate relationship with a caring adult. They need feeding, sleeping and toilet facilities suited to their age, and regular monitoring by the local clinic.

The home educare programme is designed to cater for these special requirements. It aims to offer high-quality educare appropriate to the developmental needs of babies and toddlers. Within each project six to ten home educare mothers each care for no more than six children in the intimacy of a home environment. The homes are generally linked to an educare centre via a home educare visitor, who gives training and support to the mothers. Control of their children's educare remains in the hands of parents through the executive committee.

Last year we reported on the progress of the research to evaluate the home educare programme. The research found that while existing 'child-minding' facilities typically provide custodial-type care, home educare offers excellent high-quality educare for this age group. To maximise the potential of the programme, CEDs must actively promote the growth of home educare in all areas. Responsibility for the maintenance and monitoring of the programme must be shared between the programme co-ordinator

and the CEDs. The programme co-ordinator will continue to act as a resource to be consulted for guidance and support.

The home educare model is a valuable one, but limiting the care of six 0-3's to the intimacy of a home, with a low child/adult ratio, is only realistic for working mothers for whom it was designed. We have found that although there is an increasing demand for the care of 0-3 s, it is also very difficult to find mothers with suitable homes. Because of the urgent need, some babies have had to be taken in by centres.

Thus a further recommendation of the research was to encourage greater flexibility in applying the model. And the model can be adapted to the particular conditions of communities, and in accordance with the availability of resources. Options include employing two home educare mothers caring for up to 12 children in one home, where it is large enough, or a home educare mother working in a separate section of the centre itself. Such new options are being explored by the programme co-ordinator in conjunction with CEDs and projects, so that the programme can grow to fulfil its potential.

HEALTH EDUCARE

Since compulsory clinic attendance ends at age two, three- to six-year-olds often miss out on health monitoring until they register for school at age six. We realised that were we to provide health training for educare workers, children in centres would be able to receive direct and continuous health care and monitoring. In response to this need, a pilot health programme was run last year to train educare workers in health and first aid. The programme proved so successful that we have employed a full-time health trainer in the training team. The health programme is now a course component of the Level One and Level Two educare training courses.

In the period under review, a series of intensive training workshops were held in each of the urban areas in which we operate. The principal and one educare worker from each project were invited, although in the areas of greatest need many educare workers from other educare projects also attended. A total of 197 principals and teachers from seven areas received training in first aid emergencies and trauma-related injuries, sanitation, germs and viruses, and common childhood disorders. Workshops also included input on nutrition and on the contents of the first aid kits. One of the problems projects face is the re-stocking of kits. We attempted to address this by training participants in the making and application of home-made remedies and dressings.

While the health programme is intended primarily to benefit child health, we believe that the initiative will not end there. By training educare workers in primary health skills, we hope to make this information more accessible to the community, and in so doing empower them - albeit in a small way - to respond more effectively to their situation and to their health needs.

ORGANISATION DEVELOPMENT

The training team started off with seven CEDs, but now numbers ten. A total of 52 workshops, focusing on different aspects of organisation development, have been held. Close to 400 people, mostly members of educare project executive committees, have attended these workshops. The most popular topics requested by the participants have been Drawing up a Constitution, Meeting Procedures and Writing Fundraising Proposals.

If the effectiveness of a training programme is measured by its impact on the community at large, then a significant development is the growing move towards the training of trainers from other organisations both locally and nationally. A very successful three-day course was held in Johannesburg

in February 1993, at the invitation of Small Beginnings, for 16 of their community trainers.

During the latter part of 1993, we will be providing organisation development training twice a month to 26 urban educare projects not previously linked with Grassroots. Another new development is the introduction at area workshops of voter education (on request) in conjunction with standard modules of the course.

After certain refinements have been made to the present curriculum, plans for the coming year include translation of the training manual into Xhosa and Afrikaans.

FINANCIAL MANAGEMENT

In the period under review two factors external to Grassroots have greatly impacted on the progress and direction of this programme. The first was the implementation of the food aid programme of the Department of National Health and Population Development. After considerable consultation, Grassroots decided to act as conduit between the state department and the projects on the ground. The second was the arrival of an accountant from Canada, Victoria Welsh, who volunteered to spend six months revising the financial training course.

The food aid programme, which provides substantial funding for projects categorised as 'the poorest of the poor' but which demands meticulous accounting procedures, had significant results. We concentrated on providing cooks, principals and treasurers with the skills they need to get the most benefit from the programme and to meet its demands. This, of course, is where our financial training fits in. Since mid-1992 the thrust of our efforts has gone into reinforcing the principles of accountability and developing the petty cash handling skills required by the programme.

Financial training workshops were held in six urban areas to assist the principals and cooks of 63 projects to:

- plan and cost menus
- place orders for project food needs
- keep petty cash vouchers for daily food purchases
- prepare petty cash statements
- budget for food.

At this stage all these projects are using cheque accounts, and are all competently making use of the food subsidy and dealing with their petty cash. Once the CEDs and the authorities are satisfied that adequate recording and accounting skills have been gained, projects will all be able to take responsibility for their own allocations, instead of only petty cash and food supplies.

The revision of the curriculum has also given the financial training programme a most beneficial impetus. The aim of the curriculum is, through training, to develop the capacity of educare projects to independently raise their own funds, manage their finances, record their income and expenditure, and account satisfactorily for their finances.

Although similar in content to Educare Handbook Four, the revised curriculum has been divided into three modules. The Trainee's Workbook, comprising principles and group exercises, is now accompanied by a trainer's manual, detailing the adult education methodology recommended. We have also received valuable advice on the curriculum from management consultant, Pete Smith, and Peninsula Technikon's Hilton Fransman.

All three modules have now been thoroughly piloted, and a preliminary assessment of how they are being implemented in the projects indicates that we are on the right track.

At the same time the CEDs, who are responsible for giving this training in their own areas, have received intensive training in the use of the curriculum from the financial training co-ordinator. She undertakes the training of Grassroots trainers and also of other trainers around the country.

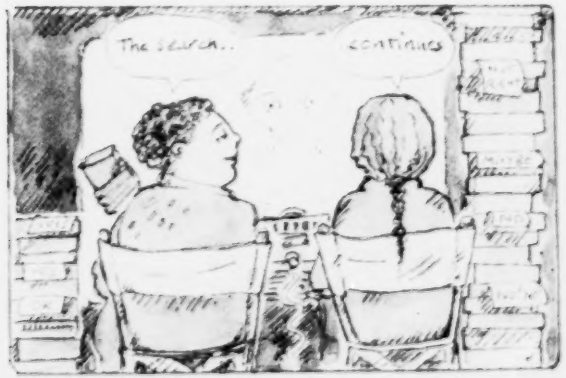
During the year, 25 rural participants were trained over two weekends in October/November at the Athlone Training College, Paarl; 20 trainees from the Cape Flats were taken through module three in February; 45 trainees in Worcester and 39 in Saldanha participated in module one in June; and 10 participants from Mitchells Plain were the first to go right through modules one, two and three. A further step has already been taken with a three-day workshop on the whole curriculum, planned for 22 trainers in Phalaborwa.

The financial training programme aims to provide trainees with skills that are easily implemented. In this way educare projects will be empowered to account for their income and expenditure systematically, and to manage their finances competently.

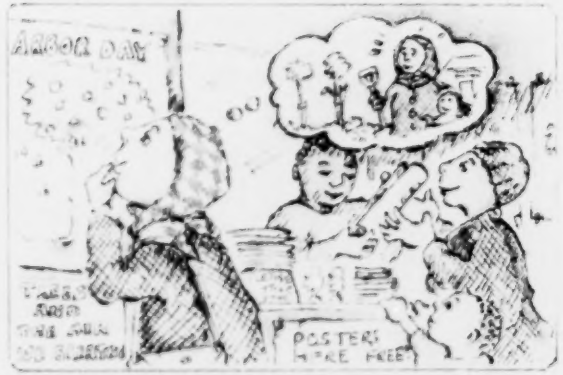
Artwork by Trish de Villiers

1. The Resource Centre supported Grassroots trainers; educare project staff; educare students; community organisations; and parents. Varied skills and perspectives of team members have proved valuable in meeting the needs of users.

2. Created an awareness of appropriate toys and equipment - anti-racist, anti-sexist, and suitable for the South African context. Children's library books are chosen to reflect these principles.



3. Identified and acquired appropriate audio-visual materials. The development and search for suitable audio-visual training materials continues.



4. Drew attention to recognised special days by setting up exhibitions and disseminating materials.

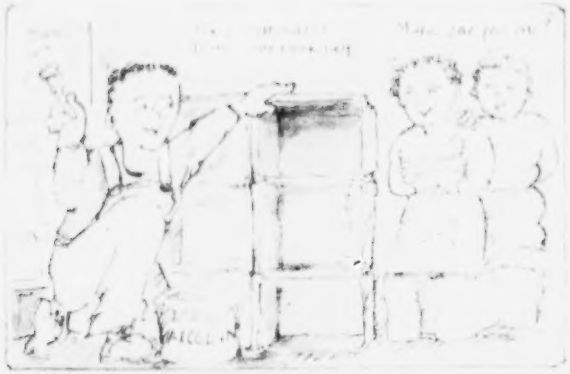
5. Developed resources for parents and projects, and for distribution by the Shop.

BEST COPY AVAILABLE

6. Supported CEDs by creating a wide variety of training materials.

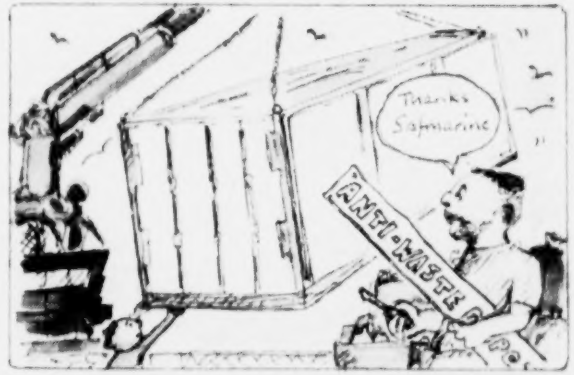
7. Held enrichment workshops supplementing the curricula for educare trainees in the urban area - 120 trainees and 12 facilitators per workshop.

8. Anti-waste depot of scrap materials and used children's books has expanded - more accessible, with a greater variety of materials. Ultimately we need a mobile unit!



9. Collected ideas for trainers and trainees to use anti-waste materials in varied ways in all training programmes.

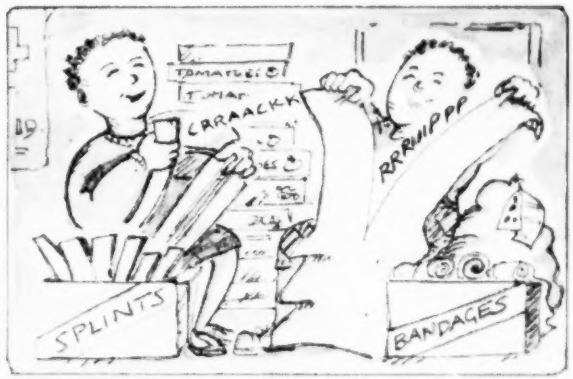
10. Compiled directories of NGOs, sources for anti-waste materials, artists, and available Adventure Bus venues.



11. On-going lobbying of large companies has alerted them to preschool needs and made them sympathetic towards the anti-waste and Adventure Bus programmes.

BEST COPY AVAILABLE

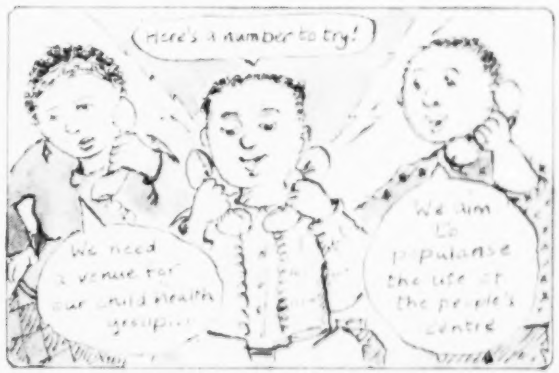
12. Developed workshop toolkits for loan to trainers doing area-based training.



13. Played a key role in supporting health and first aid training. Equipment and materials for first aid kits are creatively improvised.

14. Adult library contains a good collection on all aspects of educare and community development. It has been constantly updated to meet the needs of users.

15. Many new posters, children's books and selected toys have been available for educare projects to borrow. Xhosa books desperately needed!



16. Shared information and referred people to the resources available in their immediate and neighbouring communities.

17. Adventure Bus programme has doubled its numbers. Every week throughout the year some 750 children, aged three to six, went out to explore new places.

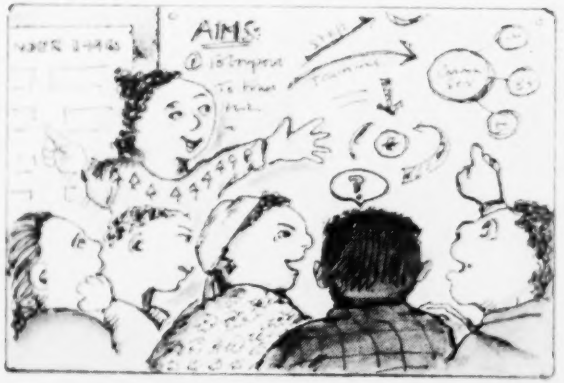
18. More drivers - strongly motivated and working as a close-knit team - have been enlisted.

19. Produced video and slide/tape presentations to fundraise for entrance fees for previously unaffordable venues and refreshments; encouraged more drivers from unions to join the programme; informed Resource Centre users about the programme.

20. A wide variety of destinations, suited to each season, have been negotiated.

21. Developed materials and equipment to allow teachers and parents to extend the value of the experience beyond the trip itself.

22. Assisted the training co-ordinators with their curricula. Making material more accessible for illiterate and semi-literate trainees.



23. Planning, setting goals and objectives, drawing up flow charts, analysing budgets, inviting feedback, deciding on staff development strategies...these have been some aspects of our work.

BEST COPY AVAILABLE

RESEARCH AND EVALUATION

The Research and Evaluation section is one of the newest at Grassroots. Little more than a year old, it has many challenges ahead of it. At present the section is working towards establishing a competent infrastructure to conduct research. High on the list of priorities is also the creation of an evaluation and research culture in the organisation. Because the overwhelming need for community development often does not allow time for proactive initiatives, NGOs generally do not regard evaluation and research as part of their work culture. However, this section sees itself as becoming a barometer of the organisation's effectiveness in delivering its primary product - supporting autonomous educare projects in communities.

The section comprises two full-time researchers, assisted occasionally by student researchers. We have recently acquired the necessary hardware and software to do our own data processing and to generate a wide range of statistical information.

One of the tasks we performed this year was to convert the data from project profiles collected by the field team into a form that could be of benefit to the entire organisation. We hope to provide comprehensive analyses and information on the state of projects and programmes which could then be utilised to guide overall planning and programme development.

We have also identified the need for community profiles with a focus on women and children. As a community development organisation, Grassroots requires reliable information on developing communities. The information we need covers a variety of subjects ranging from attitudes to child care and head counts of women and children, to knowledge of existing community infrastructure and socio-economic conditions.

Because Grassroots operates in so wide an area, it is impossible for a two-person team to gather such detailed information. The section has been networking with the Southern African Development Education Programme (SADEP) at UWC, by whom we are allocated several students a year, to compile community profiles of the areas in which we operate. We also have access to SADEP's growing collection of profiles of other areas.

As a support and service arm of the agency we are required to respond to agency requests for evaluation and research. To date we have been asked to document and evaluate the current food aid programme, its implications for the agency and fieldwork, as well as its impact on the development of projects. The training team has requested an assessment of the impact and effectiveness of training in the projects. There is also a need for information on our educare curriculum, in terms of its effects on the children. While we have relied on informal feedback from trainees, there is a need to base curriculum adaptations on more systematic evaluations.

The pilot project of the health programme was recorded to provide a reference document for people in the field. The document has highlighted the programme's methodology and approach, and its application of adult education principles to educare and community development. We feel this is a useful document for anyone working in the health, educare or adult education field.

We have also completed the evaluation of the home educare programme which we reported on last year. The investigation confirmed that while the model is able to provide excellent care under a variety of different socio-economic conditions - which is no mean achievement in a multi-cultural, 'multiple-class' context - it is costly and only appropriate for the babies and toddlers of working mothers. Adaptations to the model were recommended, and these are currently being initiated.

PUBLICATIONS AND DOCUMENTATION

The Publications and Documentation section is responsible for the production of the Grassroots Annual Report and the Newssheets which go out to more than 5 000 people and organisations in the South African educare field. The section also undertakes production of further editions or translations of the Educare Handbook series, How to Start and Run a Community Preschool Educare Project. The communications team is frequently called upon to respond to information requests about the agency and much use is made of the Grassroots Pouch, an information package on the aims and services of the agency, which is regularly updated. In turn, outside happenings in the preschool field are communicated through the Friday Times, an internal newsletter which also functions as an informal debating forum.

The section also provides an in-house media service. General documents, submissions and presentations are edited and designed and, where necessary, audio-visual materials are produced. The section provides documentation and photographic assistance to the field team, and works closely with the training materials developer in the production of materials. We aim to adapt training materials to the needs of the educare community and CEDs. Last year we initiated consultation with the literacy trust, USWE (Using Spoken and Written English), asking them to look into the literacy levels of our trainees in support of this aim.

Having acquired the basic facilities of a media unit - a darkroom, a desktop publishing package and scanner, a photocopier and a laser printer - and accepting that fieldwork is the primary function of the agency, the section made its resources available to the CEDs, projects, the general educare field, as well as the agency itself. Projects may request help, for instance, with the production of letterheads or invitations to concerts or other special occasions, or the use of photocopying facilities.

What the section ultimately envisages is a full in-house production facility which could mass-produce simple beginner reading aids geared toward preschoolers. This would be the result of a dynamic collaboration between the production unit and educare teachers, and would go a long way towards developing a reading culture in educare centres.

NATIONAL PROGRAMME

As the result of an initiative by the Liberty Life Educational Foundation and lengthy consultations with the major educare players around the country, our National Programme was launched to build the capacity of educare agencies countrywide. A strong network of agencies could serve as an essential foundation on which a future government could build a system of early childhood educare provision.

It is our belief that the quantity and quality of educare provision in the community depends on the level of awareness raised by agency activists and the effectiveness of training programmes offered by agency developers and trainers. Thus, to increase the quantity and improve the quality of educare, the resource and training agencies - particularly community development agencies with educare as part of their agenda - have to be strengthened and their institutional capacity increased. A major aim is to promote the development, based on consultation, of new resource and training agencies in neglected rural areas. The proximity of such agencies to educare projects is all-important in reinforcing training programmes.

Although Grassroots has always been involved in national work (e.g. networking with national initiatives and sister organisations, and ad hoc training), some of these functions are now officially the responsibility of the National Programme. An administrator and field worker have been employed, and a manager will be appointed in due course.

During this initial period, a number of initiatives have been launched:

1. Die Noordwestelike Sentrum vir Voorskoolse Ontwikkeling (NOSVO) is an educare resource and training agency, based in Vredendal, which provides services to the educare projects in the Olifants River area. It employs a full-time co-ordinator, and works together with the Olifants River Preschool Association.

An advisory committee, including representatives of Grassroots and projects in the region, is facilitating the withdrawal of Grassroots' direct services from the projects. For the smooth running of this process, they are guided by a three-year agreement between NOSVO and Grassroots during which period we will advise NOSVO on:

- fundraising
- the appointment of staff
- setting up an infrastructure
- setting up training programmes after NOSVO has determined the needs
- training NOSVO staff and the members of its management board.

2. Die Namakwalandse Assosiasie vir Voorskoolse Opvoeding (NAVO) functions as both an educare agency and association. It is based in Springbok, and is staffed by three people. We are giving them the support needed to provide organisation development and financial training themselves to the 19 projects in the Namaqualand area. They provide educare training independently.

3. Die Karoo Assosiasie vir Voorskoolse Opvoeding (KAVO) is a similar combination agency/association, although there is a move towards separating the two functions. KAVO is based in Beaufort West, with two staff employed. While Grassroots assists them with organisation development

and financial training of the 14 projects they serve, KAVO will make its own arrangements for educare training in the region.

4. The Noordkaap Educare Trust, based in Kimberley, started as an association and is setting up a service agency. It employs two members of staff. We are providing them with advice and information.

5. At their request, we are helping the preschool community in the Upington area with developing an educare agency.

6. The Underprivileged Children in Informal Settlement Educare Association (UCISEA) works with projects in 32 communities on the East and West Rand and the greater PWV area. In April we were asked to help with an intensive two-day needs assessment. Typical of developing organisations, their needs include building their organisational capacity; developing a comprehensive fundraising strategy; establishing an educare programme; and assembling resource materials. Since then, we have provided telephonic advice when necessary.

We have had appeals for assistance from a number of other NGOs, which are being followed up.

ADMINISTRATION & FINANCE

PERSONNEL

We now have a staff complement of 73. The personnel needs of an agency this size are extensive, and include recruitment, deployment, orientation, job evaluation, salary structure and reviews, performance appraisal and staff benefits. The staff of Grassroots **is** Grassroots, and as with any of the educare projects with which we work, the quality of our programmes depends entirely on the quality of our staff.

A major function of the new Personnel section has been staff development. Courses have ranged from Xhosa classes provided by the agency and attended by 24 staff members, to the NGO Programme, an intensive development exercise aimed at evaluating and enhancing the effectiveness of NGOs by focusing on managerial and team-building skills. Other courses that staff have participated in included those offered by ABEL (Advancing Basic Education and Literacy) on curriculum development, organisation development and evaluating skills; CDRA (Community Development and Resource Association) on organisation development; and ERIP (Education Resource Information Project) on general and resource administration. Lastly, the health educare trainer took part in a primary health care study tour.

With the assistance of three remuneration system consultants, we overhauled our job evaluation guidelines and our salary structure, looking afresh at all the jobs done in the organisation, and assessing and grading them into an adaptation of the Paterson system. Based on this we reviewed the salary structure.

We are now currently developing a Performance Appraisal System which we hope will prove to be a valuable tool for staff development.

Indicative of trends in the NGO movement, more than half of our staff have opted to join the National Education, Health and Allied Workers Union, with which our Board is negotiating a Recognition Agreement.

During the year much thought and hard work has gone into revising our transport scheme. After consultation it has been decided to opt for a vehicle-leasing scheme with full maintenance, for CEDs only, for whom reliable wheels are essential.

Our long-term project of compiling a comprehensive staff manual is now almost complete. This manual should prove to be a real boon, particularly to new staff, in giving them an insight into the accountability structures, processes and procedures of Grassroots.

ADMINISTRATION

The central Administration section recruited two more staff members - a new professional assistant to the director and an additional administrative assistant.

Meetings within the section, and with all administrative staff in the agency, have been held more regularly to discuss common problems and find solutions to them, and to share common practices and common procedures.

ADMINISTRATION & FINANCE: (Top row) Cavan Davids, Yusuf Isaacs, Mzwandile Gobodo. (2nd row) Themba Mgijima, Donovan Fredericks, Karriem Johnson, Ganief Willenberg, Brian Ridder, Sonia Toerien, Corinne Carolissen, Leonora Cooper, Mthobele Sotyota. (Front row) Edith Magodla, Carmelita Pastor, Ashraf Parker, Christine Hickey, Sharon Reynolds, Monica Petersen, Miriam du Toit, Esmé Matshikiza. (Absent) Armien Martin, Mareldia Tape, Qanita Hassiem.

BEST COPY AVAILABLE

A manual of administrative procedures to ensure consistent working practices is almost complete, and an anti-waste campaign has been mounted to collect paper from all sections for recycling.

Our address list of preschool educare projects and organisations now numbers 5 500, and is a valuable resource often referred to by other educare organisations.

The many administrative and financial responsibilities accompanying property ownership have been offset by the joy of independence. Our building is already filled to more than its intended capacity - we are bursting at the seams! Our hall has certainly fulfilled its anticipated role as a community asset. It is regularly hired out for meetings and seminars of committees, women's groups, professional organisations, institutes, and workshops of sister organisations.

PRESCHOOL SHOP

Our Preschool Shop is a place for children, parents and all those who care for children. It provides high-quality, low-cost and stimulating equipment and toys. We focus on culturally appropriate items, some of it produced in sheltered workshops, co-operatives and small businesses. Our small selection of books is geared particularly to the needs of educare projects.

To ensure that our merchandise is appropriate for our target market, we regularly evaluate our stock with our Resource Centre staff and we survey the needs of our customers. We also try to keep a balance between quality, with the advantages of increased educational value and durability, and affordability, that is, keeping prices low to make our stock available to a wider constituency.

After much discussion we will be closing the shop in Salt River with an eye to opening another branch later in either the southern or northern Cape Flats suburbs. Four UWC marketing students will be doing a survey to identify a suitable location for us, and will be advising us generally on our marketing practices.

FINANCE

During the past year there has been a sharp increase in our expenditure: from R3.5 million last year to R5.2 million this year.

To shoulder the burden of this increase, the Finance section has had to expand existing portfolios and increase its staff. A second bookkeeper and an assistant, recruited from the Shop, have been appointed to share the load.

In addition, an arduous but rewarding task has been distributing, recording and accounting for the food aid subsidy. This, together with the same responsibility for the IDT funds, has kept the food aid administrator fully occupied. It has placed considerable strain on our cash flow, our accounting systems and the work-load of office staff and CEDs alike. However, it has been a strain well worth bearing because of the substantial amounts of funds - over a million rand - channelled towards the neediest educare projects for nutritious and balanced meals for preschoolers.

An accountant from Canada, Brian Doyle, upgraded the computerised bookkeeping system to dovetail with the budget structure and to streamline recording. In addition, further on-the-job training has helped individual managers and co-ordinators with setting budgets and monitoring expenses in their own departments and sections.

FINANCIAL YEAR APRIL 1992 - MARCH 1993

Sources of Income

Foreign governments	23%
Foreign private sector	23%
SA trusts & foundations	6%
SA corporations & groups	46%
Self-generated	2%
	100%

Application of Expenditure

Field Project Development Services	34%
Resources & Research Development	30%
• Training Programmes	(10%)
• Resource Centre	(7%)
• Publications & Documentation	(5%)
• Research & Evaluation	(4%)
• Departmental Co-ordination	(4%)
Finance & Administration	26%
Advocacy & Networking	9%
National Programme	1%
	100%

FUNDRAISING

Despite the fact that it is increasingly difficult to raise funds in a recessionary economic climate, Grassroots has managed to keep afloat. Our income from donations during 1992-93 increased by 75%, allowing us to tackle the increased demands for educare. The success of Grassroots' fundraising efforts rests on the following:

- our effectiveness as a catalyst for democratic change in the preschool arena;
- our firm roots in communities provide invaluable insight into their resource requirements and the mechanisms for distributing these resources;
- our effectiveness in delivering our product - the development of community-controlled full-day educare for as many as possible of the children who need it;
- our vision and macro-scale thinking;
- our whole-hearted commitment to building a united, representative lobby to bring concerted and continued pressure to bear on the state for tangible support for this field;
- our track record of sound financial management and of strict accountability for funds.

Towards the end of last year we intensified our customary fundraising campaign to appeal for the renewal of pledges, to request continuing funding from current donors and to target new donors. Some 70 donors were approached. Appeals specify programmes, salaries or infrastructure to be supported, and usually coincide with what we understand to be the donor's priority area of concern. For many funding agencies, education and training are high on their agendas, with as much as 60% of their

funding budget allocated in that direction. Nevertheless, early childhood educare itself still gets comparatively scant pickings.

Of course salaries are by far our major expense. However, it is the people who earn those salaries who give the leadership, deliver the product, create the programmes and provide the support services. We need to adopt a strategic fundraising plan aimed at translating as many as possible of our ad hoc grants into long-term pledges, to give us the necessary security for the best planning.

To those generous donors who have made it possible for us to continue our work, we say a sincere thank you. We trust that what you read about our work here and elsewhere will reassure you that we are spending your money as wisely and as well as we can.

With the emerging demands from other parts of the world, the future of foreign funding is uncertain. However, what is fairly certain is that what comes to South Africa will be channelled towards fields and organisations which will:

- make an impact on the transition to democracy
- translate the movement towards unity in South Africa into a movement towards unity in their own sectors
- focus on building the institutional capacity of their own and associated organisations through staff development and training
- implement affirmative action
- balance democratic accountability with efficient service delivery.

We trust we will qualify.

OUTSIDE AFRICA

Director Jinny Rickards, was invited to address a session of the 20th Triennial Congress of OMEP (World Organisation for Preschool Education) in August 1992 in Flagstaff, Arizona, attended by 400 delegates. There were five other South Africans there, and together with four delegates from Nigeria and two from Cameroon they made up a small African lobby. There is still a long way to go before OMEP reflects the people and issues of our continent!

In March 1993, Jinny Rickards and deputy director Eric Atmore attended the launching conference **Building Bridges: International Collaboration in the 1990's** of the Warwick Early Years Education Journal. Jinny led a four-part workshop series on 'Educare for disadvantaged children'. She also presented a slide show on the work of Grassroots at the workshop. Eric delivered a paper entitled 'A community development approach to early childhood intervention in disadvantaged communities' and attended a series of four workshops on 'Equal opportunities and cultural diversity'. Jinny is also a member of the Editorial Board of the Early Years Education Journal.

By bringing back resources found overseas and making them available through our Resource Centre, we hope to share with many people some of the benefits of travel. At the same time we can learn from those who have directly experienced strategies that have proved effective. Person-to-person networking opens a lot of doors and introduces our continent, our country and our concerns in many forums. The more South African educare is exposed abroad, the more its needs become known.

DONORS

We would like to thank the following donors for their generosity to Grassroots during the financial year ending 31 March 1993.

Ackerman Family Educational Trust
Anglo American & De Beers Chairman's Fund Educational Trust
Anglovaal Ltd
Anonymous
Argus Jackpot
ARIC
Barlow Rand Education Trust
Board of Executors
Camaham Trust
Cape Town College of Education
City of Cape Town
Coates Brothers
Credit Suisse
DG Murray Trust
DM Mullins Family Trust
David Graaff Foundation
Desmond Leech Bequest
Donald Gordon Foundation
Douglas Jooste Trust
EL Darter Trust
Energos Foundation
Estate Late Wolf Michaels
Finnish Ministry of Foreign Affairs
First National Bank
Foschini Group
Gencor Development Trust
Genesis Foundation
German Women's Day of Prayer
Gold Fields Foundation
Good Hope Bank
Graaffs Trust
Herzlia School
Hillary and Dorothy Champion Charitable Trust
KTC Relief Fund
Liberty Life Educational Foundation
Liberty Life Group Community Fund
M.R. Kingswell Charitable Trust
Mauerberger Foundation Fund
Molteno Brothers
National Union of Distributive & Allied Workers
National Union of Furniture and Allied Workers
Notz & Stucki
Old Mutual
Otis Elevators Co. Ltd
Parish of St Thomas
Pepkor Stores
Pick 'n Pay Corporate Services
Premier Group Social Investment Council
Radda Barnen - Interfund
Reckitt & Colman SA
Rembrandt Group Ltd
Rotary Anns of Constantia
Royal Netherlands Embassy
SA Council of Churches - VOA
Sanlam
Sarah Hilda Fox Trust
Social Change Assistance Trust
Shell SA
Southern Life Foundation
Standard Bank Foundation
Sturrock Construction
Prof Wolfgang Thomas
Transport & Omnibus Workers Union
UNICEF
USAID
Urban Foundation
Volkskas Bank
WK Kellogg Foundation
Warner Lambert SA

We would also like to express our gratitude to the following for their continued pledges towards the Grassroots building:

Mauerberger Foundation Fund
Pick 'n Pay Stores
Rembrandt Group Ltd

We would also like to say thank you to all those who have helped us with gifts in kind.

PROJECT DATA: CENTRE- AND HOME-BASED PROJECTS WITH WHICH WE WORK

PROJECT	LOCATION	NUMBERS OF CHILDREN
* *Home Educare Projects*		
CAPE FLATS (17 projects)		
Genesis*	Athlone	171
Maranatha	Belhar River	105
Denemeer	Blackheath	71
Ma'Roof	Bridgetown	64
Redhill	Cape Town	25
Avonwood	Elsies River	60
Harmony*	Grassy Park	171
Eko Boffin	Heideveld	85
Wavecrest	Hout Bay	75
Village Todds	Maitland	44
Pinocchio	Matroosfontein	65
Green Curtain	Ocean View	45
Sunrise	Ocean View	65
Liefdespoort	Philippi	44
Sasmeer Village	Retreat	150
Church of Christ	Silvertown	120
Masakhane	Sunnydale	70
		1 430
GUGULETU/KTC/NYANGA (11 projects)		
Adelaide Tambo	Guguletu	28
Adolf Hartman	Guguletu	78
Dora Tamana	Guguletu	51
Nobantu	Guguletu	38
Nonkululeko	Guguletu	45
Lukhanyo	Guguletu	189
Luvelwane	Guguletu	43
Noxolo	Guguletu	35
St. Mary Magdalene	Guguletu	65
Nonzame	Guguletu	31
Khanyisa	Nyanga	317
		920

PROJECT	LOCATION	NUMBERS OF CHILDREN
KHAYELITSHA (15 projects)		
Enkosi Bawo	Driftsands	30
Noluthando	Khayelitsha	66
Bavumeleni	Khayelitsha	118
Enthunzini*	Khayelitsha	84
Emwelane	Khayelitsha	74
Lusizo	Khayelitsha	32
Luthando*	Khayelitsha	120
Nofezile*	Khayelitsha	108
Nokwakha	Khayelitsha	48
Nompumelelo	Khayelitsha	68
Nosapho IT	Khayelitsha	45
Sizizamele	Khayelitsha	68
Thandulwazi	Khayelitsha	75
Noluthando*	Khayelitsha	56
Baphumelele*	Site B	149
		1 141
SITES & VILLAGES (11 projects)		
Masibonisane	Khayelitsha	64
Tembani	Khayelitsha	75
Umanyano	Khayelitsha	72
Lukhanyo	Makaya Village II	250
Nonzame	Makaya Village II	45
Masizakhe	Site B	189
Nomvuzo	Site B	62
Noncedo	Site B	72
Nosiseko*	Site B	133
Thembelihle	Site B	65
Vukukhanye	Site C	45
		1 072
LAGU (11 projects)		
Nompumelelo	Guguletu	60
Phakamisa	Guguletu	34

PROJECT	LOCATION	NUMBERS OF CHILDREN
Uluntu	Guguletu	211
Xolani	Guguletu	40
Eyethu*	Langa	156
Jonguluntu	Langa	77
Nolukhanyo*	Langa	89
Noluthando	Langa	72
Nomfundo	Langa	53
St. Cyprian's	Langa	40
Thenjiwe	Langa	40
		872
MITCHELLS PLAIN (9 projects)		
Beacon Valley	Beacon Valley	28
Little People's	Beacon Valley	59
Shekinah	Beacon Valley	31
Vicky's	Beacon Valley	26
Beaconridge*	Beacon Valley	107
Greyville	Beacon Valley	31
Coral	Rocklands	24
Rocklands*	Rocklands	165
Tafelsig	Tafelsig	40
		511
NYANGA/CROSSROADS (15 projects)		
Nontzebenziswano	Browns Farm	46
Sakhumzi	Mpetha Square	45
Masizakhe*	Mpinga Square	40
Emkondweni	New Crossroads	120
Eyethu	New Crossroads	156
Masizakhe	New Crossroads	30
Sakhile	Nyanga	61
Injongo Zethu	Nyanga East	20
Ivy Nyovane	Nyanga East	100
Thembelihle	Nyanga East	20
Vulamehlo	Nyanga East	53
Cebolomzi	Nyanga Extension	89
Crossroads	Old Boys' Town	85
Sinethemba	Old Crossroads	45
Nolufefe	Phillipi	85
		995

PROJECT	LOCATION	NUMBERS OF CHILDREN
BOLAND EAST (29 projects)		
Krabbelland	Bonnievale	80
Dorinkie	De Doorns	55
Byekorf	McGregor	38
Kabouterland	Montagu	91
Warmbron	Montagu	117
Anne Fredericks	Robertson	78
Ikhayalabantwana	Robertson	50
Vrolike Vinkies	Robertson	152
Monica Grove	Touwsrivier	110
Sonstraal	Touwsrivier	79
Steenvliet	Touwsrivier	61
Steynthal	Tulbagh	120
Alice in Wonderland	Worcester	20
Chipros	Worcester	55
Feetjieland	Worcester	103
Haas Das	Worcester	72
Jack and Jill	Worcester	18
Julie Naude	Worcester	100
Maranatha	Worcester	54
Rhodatul Atfaal Ilan Najaag	Worcester	18
Sonnestraal	Worcester	47
Wonderland	Worcester	30
Phakamani	Zolani/Ashton	89
Khanyisa	Zwelethemba	150
Masikheke	Zwelethemba	41
Masikhule	Zwelethemba	87
Masiqhubekhe	Zwelethemba	88
Xolani	Zwelethemba	55
Zhanokhanyo	Zwelethemba	74
		2 132
BOLAND WEST (31 projects)		
Kabouterland	Ceres	70
Aviat	Ceres	113
Deon Adams	Ceres	120
Sneeuwitjie	Ceres	100
Kabouterland	Franschoek	19
Gouda	Gouda	50
Senithemba	Mbekweni	20
Nosicelo	Mbekweni	52

PROJECT	LOCATION	NUMBERS OF CHILDREN
Vukukhanye	Mbekweni	206
Monwabisi	Mbekweni	58
Nomzamo	Mbekweni	175
Little Stars	Newton	50
Falaagh	Paarl	70
Groenheuwel	Paarl	30
Drakenstein	Paarl	111
Stepping Stones	Paarl	64
Our Little People	Paarl	90
Toddler Playgroup	Paarl	89
Lollipop Playgroup	Paarl	11
Petite	Paarl	39
Woelwaters	Paarl	50
Abe Maart	Paarl	58
Tikkel Tokkel	Porterville	45
Esterhof	Riebeeck Kasteel	55
Wielie Walie	Riebeeck Wes	64
Saron	Saron	148
Happy Toddlers	Wellington	120
Lollipop	Wellington	57
Little Stars	Wellington	63
Maranatha	Wellington	43
Wielie Walie	Wolseley	34
		2 274

WEST COAST (27 projects)

Bambino	Abbotsdale	30
Robinhood	Atlantis	70
Saxonsea	Atlantis	140
Sunpak	Atlantis	60
Wesfleur	Atlantis	43
Wonderland	Atlantis	65
Luberon	Atlantis	40
Rhemi	Atlantis	35
Kabouterland	Diazville	70
Eendjies	Eendekuil	14
Kleine Klitsies	Goedverwacht	30
Diakonia	Hopefield	31
Pelikaan	Laaiplek	36
St. Christopher	Laaiplek	35
Vrolike Vinkies	Malmesbury	56
Mamre Moravian	Mamre	88

PROJECT	LOCATION	NUMBERS OF CHILDREN
Feetjieland	Moorreesburg	94
Koringkorreltjies	Moorreesburg	62
White Dove	Noordhoek	29
Happy Tots	Pella	35
Japsnoet	Riverlands	20
Diazville	Saldanha	80
Sonstraal	Saldanha	72
Talitha	Saldanha	62
Talitha II	Saldanha	48
Hansie en Grietjie	Vredenburg	75
J. J. Jonas	Wittewater	48
		1 468

OVERBERG (23 projects)

Barrydale	Barrydale	50
Kammaland	Botrivier	32
Babbel and Krabbel	Bredasdorp	30
Elim	Elim	42
Strandlopertjies	Gansbaai	30
Bereaville	Genadendal	30
Genadendal	Genadendal	110
Hansie en Grietjie	Grabouw	62
Siembamba	Grabouw	59
Wielie Walie	Grabouw	60
Greyton	Greyton	41
Sonstraaltjies	Hawston	50
Vrolike Vinkies	Hermanus	44
Klipdale	Klipdale	32
Vrolike Vinkies	Napier	34
Kabouterland	Pineview	114
Wielie Walie	Riviersonderend	42
Fezeka	Somerset West	42
Struisies	Struisbaai	30
Mossienes	Swellendam	95
Haasbekkies	Villiersdorp	60
Voorstekraal	Voorstekraal	25
Zuurbraak	Zuurbraak	45
		1 159

OVERALL TOTALS

Projects	*199*
Children	*13 974*